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Second-language acquisition: An investigation of a bicultural excursion experience[1]

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ABSTRACT

The purpose of this study was to examine some correlates and consequences of a four-day trip to a French speaking community by grade eight English Canadian students. The major findings are that: (1) Parents of the participants in comparison with those of the non-participants express more favourable attitudes toward their children having contact with French Canadians, and toward learning French, and are less well educated; (2) No relationship was found between the parents' language-related attitudes and their children's attitudes/motivation to learn French and their French proficiency; and (3) Students who have more interaction with French Canadians, as assessed by either self report or peer judgments, return from bicultural excursions with more favourable attitudes toward the community and the language, less anxiety when using the language, and more intention to speak it than non-participants.

Several programs have been implemented in recent years to promote cross-cultural interaction between English and French speaking Canadians. The most common examples of these, for school-age children, are exchange programs and brief excursions to the other language community. These attempts to foster inter-ethnic contact are based on the premise that such contact promotes favourable and harmonious intergroup relations. The present study is concerned with the correlates and consequences of a brief excursion to a French-speaking community by grade-eight English Canadian students. Three main questions are investigated : (1) Do the attitudes of parents of participants differ from those of non participants; (2) Is there a relationship between students' attitudes, motivation and French proficiency, and parental attitudes; and (3) Does the trip affect participants' attitudes, and if so are these effects qualified by the amount of interaction in which they engage.

Since trips of this kind involve certain expenses and temporary separation of the students from their family, we assumed that many factors might influence parents' decisions about their children participating. Some factors, however, may be more salient than others. Because the trip involves the expenditure of a certain amount of money, the main wage earner's socio-economic status could be a factor. Parental attitudes toward the French language, contact with French Canadians, and the French program in the school may also play a role. In a somewhat similar context, Fraser-Smith, Lambert and Taylor (1975) examined the differences between French Canadian parents who sent their children to English language schools and those who sent them to French language schools. The main finding of their study was that the parents who sent their children to English language schools put more emphasis on the child's learning English for integrative reasons, such

as making friends more easily with English Canadians. These parents were themselves more integratively motivated to learn English and to seek increased contact with English Canadians. No significant differences were found between the two groups of parents in socio-economic status, educational level, perceived quality of their life styles, and expectations concerning their children's ways of life. Although that study differs from ours in several respects such as importance of the decision, social context, and specific measuring instruments, it lends support to the hypothesis that parental attitudes would be implicated in the decision to permit children to participate in a bicultural excursion program.

Parental attitudes could also play a role in other ways. As primary socialization agents, it is believed that they tend to influence their children's ethnic attitudes (Ehrlich, 1973, chap. 5). Although this association seems reasonable, the evidence on which it is based often involves relatively high correlations between the child's attitudes and the child's perception of his/her parents' attitudes (see for example, Epstein & Komorita, 1966a, 1966b). The premise underlying such studies is that children accurately perceive their parents' attitudes. It is unlikely, however, that all children accurately perceive their parents' attitudes toward various social issues. Such a measure certainly contains an undetermined amount of error. It is, therefore, more appropriate to obtain a measure of parental attitudes by testing the parents themselves (e.g., Gardner, Taylor & Feenstra, 1970); th[illegible]gh parent/child correlation coefficients may not be as high as when both attitudes are assessed through the children, many contaminating factors will be removed.

In the context of the present study, it is expected that parental attitudes relevant to the child's learning French and having social interaction with French Canadians will be related to their child's attitudes and motivation involved with learning French. The relationship between attitudinal/motivational variables and competence in the second language has been extensively documented (Clément, 1977; Gardner, 1977; Gardner & Lambert, 1972; Gardner & Smythe, Note 1; Lambert, 1967). Students' social attitudes toward the second language community have consistently been shown to be related to their motivation to learn the second language, which, in turn, is associated with their achievement in that language. Whether or not parental attitudes relevant to their child's learning French are related to his/her proficiency in the language, however, requires more research.

Three studies suggest that there is an association between parental attitudes and children's attitudes and/or second language proficiency. Gardner (1960) found that students who professed an integrative orientation to learning French (i.e., to interact with or learn more about French Canadians) came from homes where their mothers expressed similar orientations for them, and favourable attitudes toward French Canadians. Feenstra (1967) reported that parents with positive attitudes toward French Canadians more actively encouraged their children to learn French than did parents with less favourable attitudes. Finally, in a study conducted in the Philippines, Gardner and Santos (Note 2) found appreciable relations between parents' and childrens' attitudes, and between children's proficiency in English and both favourable attitudes to Americans and an instrumental orientation among parents (a desire for their children to learn English for utilitarian reasons). These findings reinforce the view that parental attitudes

are implicated in second language acquisition.

The role of inter-ethnic contact in improving ethnic attitudes has received a considerable amount of attention (for reviews, see Amir, 1969, 1976; Ashmore, 1970; Harding, Proshansky, Kutner & Chein, 1969). In an annotated bibliography of 602 articles, however, Desrochers and Clément (1979) found few studies which were concerned with brief bicultural excursions involving differences between the language of the participants and that of the host community. A recent study by Clément, Gardner and Smythe (1977) examined the attitudinal consequences of a four-day trip to a French Canadian city on two groups of grade eight anglophone students studying French as a second language. These groups differed in the amount of contact with French Canadians they reported after the trip. The study also involved a control group composed of students who did not participate in the trip. Measures of attitudes and motivation were obtained from all the students two weeks before, and four weeks after, the trip. An analysis of covariance, using the pretest score as the covariate, was performed in order to assess the change following the experience. The main findings were that the students who reported more contact with French Canadians expressed more favourable attitudes after the trip than those who had less contact, and those who did not participate in the excursion; in addition, the Low-contact students had less favourable attitudes than the non-participants after the trip. These findings were interpreted in terms of differential attitude change as a function of the amount of contact. It should be noted, however, that asking the students to report the amount of contact they had immediately after they were asked to fill out the attitude and motivation

test battery may have influenced the measure of contact. One way of minimizing such possible contamination of reported contact is to request this during the trip rather than on the post-test. Alternatively, an independant measure of the child's amount of contact could be used. Hofman and Zak (1969) used a pre-test/post-test design and an independent measure of contact in a study concerned with the effects of five-week summer camp in Israel. The measure of contact was based on reports by camp counsellors. Despite several differences between this study and that of Clément et al., the results are relatively similar. The high contact campers demonstrated a favourable change in attitudes toward Jewishness and Israel, while low contact campers showed less favourable changes in attitudes toward some aspects of Jewishness.

The purpose of the present investigation is to study further the correlates and consequences of bicultural excursion programs. In particular, three hypotheses, suggested by the review of the literature, will be tested. First, it is hypothesized that parents who permit their children to take part in a bicultural excursion will differ, from those who do not, on attitude variables related to interaction with the other ethnic community. Second, parental attitudes will be associated with children's attitudes and possibly with children's proficiency in the second language. Third, inter-ethnic contact will influence attitudinal/motivational variables associated with learning a second language, but this influence will be mediated by the degree of contact experienced. The generalizability of findings with respect to this last hypothesis will be evaluated by contrasting self-report and peer estimates of contact.

METHOD

Subjects

Subjects for this investigation were 336 grade eight students and their parents. The students, all enrolled in French, comprised two groups divided on the basis of whether or not they took part in a trip to Quebec City planned later in the year. The Control group consisted of 183 students who did not take part in the trip while the Experimental group consisted of 153 students who did. Members of the Experimental group paid for their own trip, and spent four days in Quebec City. While there, they stayed in a hotel, with three or four students sharing a room. Their activities, which involved tours of the city, were carefully planned by the organizers of the trip. For these activities, the students were divided into groups of eight to twelve, and were supervised by an adult who often was a teacher of French. The students had approximately two hours of free time each day.

Materials

Four basic types of measures were collected for the present study, parental attitudes, student attitudes and motivation, student French proficiency, and for students who visited Quebec City, frequency of French language use during the trip. The measures of student's attitudes and motivation were obtained twice, once before the excursion and once after. The following description of the measures includes estimates of the coefficient alpha reliability for those measures developed specifically for this study.

Parental Attitudes

1. Socio-cultural attitudes. This six item scale (maximum score = 30) provides information about the respondents' feelings that every Canadian should be able to speak both official languages and that their children should have greater contact with French Canadian people (reliability = .85).

2. Attitudes toward compulsory French instruction. This three item scale (maximum score = 11) assesses the parents' attitudes toward French being compulsory in grade 7 and 8, in secondary school and for university entrance (reliability = .68).

3. Attitudes toward French television exposure. This three item scale (maximum score = 15) reflects the respondents' perceptions of the importance of having a French television channel in the area, and their intention to watch it, and encourage their children to watch it (reliability = .89)[2].

4. Attitudes toward French as a school subject. This four item scale (maximum score = 20) reflects the respondents' perceptions of the emphasis French should receive as an academic subject (reliability = .80).

5. Expectations from French instruction. This four item scale (maximum score = 20) provides information about parental expectations concerning children's abilities to speak, read, understand, and write French upon completion of the secondary school French program (reliability = .94).

6. Attitudes toward expansion of the French program. This five item scale (maximum score = 25) assesses the parents' attitudes toward the

extension of the French program over both more grades and more hours of class time (reliability = .85).

7. Attitudes toward academic subjects. This five item scale (maximum score = 25) assesses the parents' perceptions of the importance of various academic subjects other than French, namely, mathematics, language arts, social sciences, geography, and science (reliability = .84).

8. Self-rating of French skills. This four item scale (maximum score = 20) reflects the respondents' perceptions of their abilities to speak, read, understand, and write French (reliability = .94).

9. Education. Respondents were asked to indicate the highest level of education of the major wage earner, in terms of the following categories, elementary school, secondary school, community college, or university post graduate training.

10. Socio-economic status. An index of the socio-economic status of the family was derived from the main wage earner's occupation using the Blishen (1967) index.

Student Attitudes and Motivation

Thirteen measures of student attitudes and motivation were obtained. The first ten listed below have previously been described by Clément et al., (1977). They are :

11. Ethnocentrism

12. Attitudes toward French Canadians

13. Interest in foreign languages

14. Degree of instrumentality

15. Degree of integrativeness

16. Parental encouragement

17. Attitudes toward learning French

18. Motivational intensity

19. Desire to learn French

20. French class anxiety.

The following three measures were developed especially for this study. They are :

21. French use anxiety. This scale consists of six items (maximum score = 42), three positively keyed and three negatively keyed, providing an index of anticipated discomfort associated with the use of French in various informal settings (reliability = .66).

22. Behavioural intention to speak French. This single item (maximum score = 7) reflects a student's intention to speak French with French Canadians if he/she visited a French Canadian city (i.e., no city was named). The item was worded so that both participants and non-participants could respond.

23. Behavioural intention to interact with French Canadians. This single item (maximum score = 7) provides an index of the student's intention to speak with French Canadians, either in English or French, if he/she were to visit a French Canadian city (i.e., no name was mentioned).

Student French Proficiency

Three measures of French proficiency were derived from a test battery developed by Burstall (1974). They were :

24. Aural comprehension. Twenty-five questions were presented by means of a tape recording. For each question, students selected one of the four pictures presented in their test booklets to indicate their answer. A high score (maximum = 25) indicates a relatively good understanding of spoken French (reliability = .58).

25. Reading skill. Four short stories were presented in the booklet and students were required to answer a total of 10 multiple-choice questions regarding the stories. A high score (maximum = 10) indicates a relatively good understanding of written French (reliability = .56).

26. Writing skill. For each of the eight items of this subtest, two pictures were presented. A complete sentence describing one picture was presented below it. The other picture differed slightly from the first one, and students were asked to write a short sentence which described it. Each sentence was rated according to a standard procedure developed by Burstall (1974). A high score (maximum =14) indicates that the student was able to construct sentences, borrowing on material presented in the first sentence, which was structurally correct and descriptive of the picture presented (reliability = .67).

Inter-ethnic contact

27. Self-report of use of French. This measure consists of four

seven-point scales assessing the frequency of respondents' use of French in their daily interaction with French Canadians during the trip. This measure was collected over the four days of the trip by means of a personal booklet in which each student could record his/her daily experiences and impressions of Quebec City.

28. Peer-rating of use of French. This measure consists of a seven-point scale presented in a questionnaire administered after the excursion (see below). The respondent was required to write the name of each of his/her roommates during the trip and then to rate each one on how often they spoke French in their daily interaction with French Canadians.

Procedure

Six weeks before the trip, the French proficiency test was administered to all students in the classrooms, followed one week later by the Attitude and Motivation battery (pre-test). During this latter testing students were given the Parental Attitude questionnaire to take home. The questionnaire was accompanied by a letter from the Director of the local Board of Education explaining the purpose of the survey and requesting the parents' cooperation. The return rate for parents of the control group and parents of the experimental groups was 63% and 60%, respectively.

During the trip to Quebec City, the participants were asked, and reminded by the monitors, to record their daily experiences in a diary. This diary consisted of a small booklet comprising a few questions repeated over the four days of the trip, including item 27. The monitors were to collect the booklets before the participants' departure from Quebec City. Seven to

ten days, after their return, both the experimental group and the control group were administered the Attitude and Motivation battery (scales 11 to 23) in the classrooms (post-test); students who participated in the excursion answered scale 28.

RESULTS AND DISCUSSION

The results will be presented in three parts. The first part is concerned with the differences between the parents of the experimental group and the parents of the control group. The second part is devoted to the relationships between the parental variables and the student variables. The third section deals with the changes in attitudes and motivation following the trip to Quebec City.

Differences in Parental Attitudes

The parents of students in the experimental group were compared with those of the control group by means of t tests on the 10 measures obtained.[3] The results, presented in Table 1, indicate that the two groups of parents differ significantly on three variables, Socio-cultural attitudes, Attitudes toward compulsory French instruction, and Education. Parents of the experimental group generally express more favourable attitudes toward French Canadians and compulsory French instruction, and are less educated than parents of the control group.

This pattern of results is comparable to that obtained by Fraser-Smith et al. (1975) with French parents who sent their children to English schools in that in both studies, parents of participants differed from those of non-

TABLE 1

Comparisons of Parents of the Students in the Experimental and Control Groups

	Variables	Means		
		Experimental	Control	t
1.	Socio-cultural attitudes	22.48	19.59	3.51**
2.	Attitudes toward compulsory French instruction	7.06	6.23	2.12*
3.	Attitudes toward French T.V. exposure	7.90	6.96	1.82
4.	Attitudes toward French as a school subject	14.32	13.87	.96
5.	Expectations from French instruction	15.70	15.43	.58
6.	Attitudes toward expansion on the existing French program	16.00	15.94	.08
7.	Attitudes toward academic subjects	8.11	8.05	.12
8.	Self-ratings of French skills	8.05	8.07	.04
9.	Education	2.59	2.89	-2.05*
10.	Socio-economic status	56.61	55.88	.32

** $p < .01$

* $p < .05$

participants in terms of attitudes involving the other language group and the importance of learning the other language, but not in terms of socio-economic status. In the present study, parents of participants were less educated, however. The findings with respect with the attitude variables are consistent with the hypothesis that parental attitudes toward the other language group and the importance of learning the language will influence their decisions about offering their children the opportunity to interact with the other community. Furthermore, the negative findings with respect to socio-economic status tends to emphasize the important role played by attitudes since it suggests that financial considerations were not a major concern in determining a student's participation in the excursion even though students and/or their parents were responsible for the costs.

These attitudinal differences between the two groups of parents could be interpreted in at least two ways. The interpretation favoured by the authors is that parental attitudes play a role in their decision to send their child to Quebec City. Those who had more favourable attitudes toward the other ethno-linguistic community, and compulsory French instruction were more likely to send their child on the trip. An alternative interpretation, however, would be that these attitudinal differences simply reflect post-decisional rationalization (Bem, 1972). According to this interpretation, the participant's parents expressed attitudes consistent with decisions already made about the trip. It should be noted, however, that the parental data were gathered before their decisions about participating in the trip were reported to the organizers, although parents might have been aware of the upcoming excursion. Furthermore, the parental data were obtained at the same time, and using the same questionnaire, as a well advertised survey of parental attitudes toward the French program was being conducted. Nothing in the questionnaire referred specifically

to the excursion program, thus direct association between the parental data and the impending trip was avoided. Nonetheless, we cannot be absolutely certain that parents had not decided whether or not to send their child on the trip. Although it is difficult to discard alternative explanations for the attitudinal differences, these data should be regarded as a first step into exploring the dynamics of parental decision-making in the context of bicultural excursion programs.

Relationships between parental and children variables

In order to examine the relationships between parent and children variables, these two sets of data were first factor analysed. For each analysis, Pearson product-moment correlations were computed among the variables. Each correlation matrix was factor analysed using the principal axis solution with communalities estimated by squared multiple correlation with iteration. The number of factors to be extracted was determined by a scree test (Cattell, 1966). The extracted factors were then rotated by means of the Varimax solution.

Two factors (see Table 2) were obtained with the 10 parental variables (variables 1-10), accounting for 70% of the total estimated communality, and three factors for the 16 mesures obtained on children (Variables 11-26), accounting for 68% of the total estimated communality. The two parental factors seem best identified as Socio-economic status and French-language related attitudes. The Socio-economic Status factor was defined primarily by the measures of Education and Socio-economic status (Variables 9 and 10) with a lower loading being obtained by Self-rating of French Skills (Variable 8). All other measures, except Attitudes toward Academic Subjects (Variable 7) contributed to the French-language Related Attitudes dimension. The three

TABLE 2

Separate Factor Matrices for Parental and Student Variables

2a Factor Matrix for Parental Variables

		I	II
1.	Socio-cultural attitudes	.14	.89
2.	Attitudes toward French instruction	.01	.62
3.	Attitudes toward French T.V. exposure	.24	.74
4.	Attitudes toward French as a school subject	.18	.84
5.	Expectations from French instruction	.07	.59
6.	Attitudes toward expansion	-.01	.72
7.	Attitudes toward academic subjects	21	.05
8.	Self-rating of French skills	.45	.29
9.	Education	.79	-.02
10.	Socio-economic status	.89	-.01

2b Factor Matrix for Student Variables

		I	II	III
11.	Ethnocentrism	-.01	-.28	.17
12.	Attitudes toward French Canadians	.72	.23	-.16
13.	Interest in foreign languages	.73	.17	-.13
14.	Degree of instrumentality	.68	-.01	.09
15.	Degree of integrativeness	.82	.14	-.04
16.	Parental encouragement	.64	.17	.06
17.	Attitudes toward learning French	.82	.27	-.28

2b Factor Matrix for Student Variables (Cont'd)

		I	II	III
18.	Motivational intensity	.74	.31	-.2
19.	Desire to learn French	.79	.24	-.3
20.	French class anxiety	-.13	-.22	.7
21.	French use anxiety	-.13	-.01	.6
22.	Behavioural intention to speak	.61	.13	-.1
23.	Behavioural intention to interact	.59	.04	-.0
24.	Aural comprehension	.18	.55	-.2
25.	Reading skill	.15	.73	.0
26.	Writing skill	.29	.66	.0

children factors are best described as Integrative Motive, French proficiency, and French language anxiety. The Integrative Motive factor was defined by eight attitudinal/motivational indices (Variables 12-19) and the two measures of Behavioural intention (Variables 22 and 23) showing a clear association between attitudinal/motivational attributes and the intention to speak French and interact with French Canadians. French Proficiency obtained high loadings from the three indices of French achievement (Variables 24 to 26), and a somewhat lower loading from Motivational Intensity (Variable 18). French Language Anxiety was defined largely by positive loadings from the two anxiety measures (Variables 20 and 21) with a lower negative loading from Desire to Learn French (Variable 19).

Factor scores were generated and correlations were computed between the two parent scores and the three corresponding children scores. This procedure has two advantages over a correlation matrix involving all the parent and children variables. First, factor analysis results in a reduction of information to more manageable proportions. Hence, fewer correlations are computed, and the resulting matrix can be interpreted with more parsimony. Second, the number of critical correlations is further reduced since the factor scores generated from parental data are independent as are those between factor scores generated from the children's data.

No significant correlations were obtained between parental Socio-economic Status factor scores and the children's factor scores for the Integrative motive ($r = .07$), French proficiency ($r = .10$) or French-language anxiety ($r = -0.6$). Simililary, there is no significant correlation between parental French Language Related Attitudes factor scores and the children's factor

scores involving French proficiency ($r = .01$) and French-language anxiety ($r = -.02$). A low significant correlation was found, however, between French language Related Attitudes for the parents and the Integrative Motive scores for the children ($r = .14$, $p < .05$). If the significance level is adjusted to take into account the number of correlations as suggested by Larzelere and Mulaik (1977), however, even this last correlation coefficient would not be significant.

One methodological consideration relevant to the above results must be mentioned. The attitudes assessed on the parents were different from those assessed on the children, and this could substantially reduce the magnitude of any correlations between parents' and children's attitudes. The results reported above, however, indicate that no such relationship was found in the present study.

Patterns of change following the trip

In order to examine attitudinal and motivational changes following the trip to Quebec City, the experimental group was divided into two groups on the basis of the frequency of use of French during the trip. Two different sets of analyses were conducted, one where contact was defined in terms of self-reported use of French with French Canadians, and the other where it was based on peer assessments (see Variables 27 and 28). For each index, this division was achieved by a medium split.

The results of two analyses on the 13 student attitudinal and motivational variables, using the self-report measure of French Use to form the Contact group are reported in Table 3. The students who made infrequent use of French

TABLE 3

Analysis of Variance and Covariance Tables using Self-report as Classification Criterion, Means, F-ratios and Significant A Posteriori Tests Associated with Pre-test and Post-test Scores

	Analysis of Variance on Pre-test scores						Analysis of Covariance on Post-test Scores					
	MEANS				Significant A Posteriori		ADJUSTED MEANS				Significant A Posteriori	
Variables	Control	Low	High	F-ratio	Tests[2]		Control	Low	High	F-ratio	Tests	
Ethnocentrism	32.72	32.93	30.07	1.78			32.29	34.26	31.70	2.38		
Attitude toward French Canadians	45.16	48.14	50.19	4.63**	2**		44.50	45.19	48.57	5.04***	2***	
Interest in Foreign Languages	48.93	49.37	54.30	3.61**	2**		47.39	46.87	50.38	2.68		
Degree of Instrumentality	18.62	20.00	20.54	3.36**	2*		17.97	17.92	18.30	0.15		
Degree of Integrativeness	19.44	21.19	22.44	7.64***	1*	2***	18.84	18.44	20.52	3.91**	2**	3**
Parental Encouragement	42.67	47.16	48.65	4.36**	2**		42.54	41.73	46.99	5.14***	2**	3**
Attitudes toward Learning French	40.75	46.42	51.44	7.98***	2***		40.59	40.92	44.17	3.10**	2**	
Motivational Intensity	20.05	21.47	23.47	9.78***	2***		19.85	19.75	20.89	2.10		
Desire to Learn French	19.02	20.79	21.91	8.34***	1*	2***	18.90	19.59	20.66	5.60***	2***	
French Class Anxiety	20.22	20.37	17.07	3.56**	2**	3*	18.75	19.26	19.49	0.49		
French Use Anxiety	28.14	29.00	25.49	3.36**	2***	3*	26.58	25.36	24.55	3.38**	2*	
Behavioural Intention to Speak	4.57	4.79	5.40	3.66	2***		4.50	4.91	5.61	11.37***	2***	3*
Behavioural Intention to Interact	4.65	4.97	5.21	2.04			4.43	4.90	5.44	8.26***	2***	

*** $p < .01$

** $p < .05$

* $p < .10$

[2] 1. Control vs. Low
2. Control vs. High
3. Low vs. High

are referred to as the Low Contact group (N = 48) and those who made frequent use of French as the High Contact group (N = 49)[4]. The first analysis consists of an analysis of variance on the pre-test scores and Scheffé tests computed on the means. In this analysis, significant effects were obtained for 11 of the 13 variables. A posteriori tests indicate that, in each case, the control group differed significantly from the High Contact group. The High Contact group evidenced more favourable attitudes toward French Canadians, more interest in foreign languages, a higher degree of both instrumentality and integrativeness, more parental encouragement, more favourable attitudes toward learning French, higher motivational intensity, a greater desire to learn French, less French class anxiety and French use anxiety, and a greater behavioural intention to speak French. In addition, the Higher Contact group reported less French class anxiety and French use anxiety than the Low Contact group. Finally, in comparison with Low Contact students, the Control group was initially lower on degree of integrativeness and desire to learn French. These initial differences, particularly those between the Control and High-Contact groups, are similar to those reported by Clément et al. (1977), and demonstrate important differences among participants of bicultural excursion programs even before such programs begin.

The purpose of the second analysis was to statistically control for these initial differences and examine the differences among the groups following the trip. Thus, analyses of covariance were performed, using the pre-test score for each variable as the covariate as recommended by Huck and McLean (1975)[5]. Overall and Woodward (1977) have demonstrated that the analysis of covariance provides valid results even in those situations involving non-random assignment of subjects. As shown in Table 3, significant effects were obtained for eight

of the 13 variables. A posteriori tests of differences between means were also computed, and indicated that for each of these eight variables, High Contact students differed significantly from the Control group, in that they expressed more favourable attitudes toward French Canadians and learning French, a greater desire to learn French, a greater intention to speak French and interact with French Canadians, a higher degree of integrativeness, less French use anxiety, and more parental encouragement to learn French. Furthermore, in comparison with the Low Contact group, the High Contact group demonstrated a higher level of integrativeness, more parental encouragement to learn French, and a greater intention to speak French. Where contact is determined by self-report, the generalization seems warranted that bicultural excursion programs will positively influence attitudes of those students who actively seek out contact with members of the other language community. Furthermore, the attitudes primarily affected will be those which focus on the other language community and the use of the language. The results indicate, furthermore, that the Low Contact subjects do not differ significantly on any measure from the control subjects. This suggests that merely taking part in the excursion, without actively seeking contact with members of the other community, has little profound effects. The actual interaction with members of the other community seems more important than simply visiting the community.

These results differ from those obtained by Clément et al. (1977) in two important respects. First, whereas they found that the High Contact subjects expressed more positive attitudes towards both the people and the language than did the other two groups, the present study obtained such differences primarily between the High Contact and Control groups. Second, no detrimental effects on the Low Contact group were obtained in this study. These differences

may be partially due to a confounding of the contact measure and attitudinal reactions in the Clément et al. study, since the two types of measures were collected over the same testing session, after the trip. In the present study, the contact measure was taken from self-reports made in diaries during the trip itself.

The preceding analyses, though partly supporting the results of Clément et al. (1977), are nonetheless subject to the criticism that since contact was defined by self-report, it is possible that this index itself reflects attitude differences. Because of this, the same two analyses were conducted again using the mean peer rating of contact as the basis for assigning students to the Low (N = 80) and High (N = 73) contact groups. The results of these analyses are reported in Table 4. The analyses of variance of the pre-test indicate significant effects for nine of the 13 variables. Scheffé tests show that in contrast to both the Low and High contact groups, the Control group is significantly lower on Desire to learn French, Motivational Intensity, Degree of Integrativeness, Attitudes toward French Canadians, Attitudes toward learning French, and parental encouragement. The High Contact group differs significantly from the Control group in terms of Degree of instrumentality and Behavioural intention to speak French. These results indicate that when contact is defined by peer ratings, major distinctions occur not between the two contact groups, but rather between those who participate in the excursion and those who do not. High Contact is however reflected in the other two measures which stress utilitarian attitudes or actual intended use in that the high contact group differs from the control group on them.

When the three groups are compared using analysis of covariance to partial

TABLE 4

Analysis of Variance and Covariance Tables using Peer Ratings as Classification Criterion, Means, F-ratios and Significant A Posteriori Tests Associated with Pre-test, and Post-test Scores

	Analysis of Variance on Pre-test Scores						Analysis of Covariance on Post-test Scores					
	MEANS				Significant A Posteriori		ADJUSTED MEANS				Significant A Posteriori	
Variables	Control	Low	High	F-ratio	Tests[2]		Control	Low	High	F-ratio	Tests	
Ethnocentrism	32.72	30.70	31.61	1.40			32.10	32.36	32.65	0.19		
Attitude toward French Canadians	45.16	49.12	49.45	5.73***	1**	2**	44.77	46.54	50.35	10.78***	2***	3**
Interest in Foreign Languages	48.93	51.52	51.36	1.76			47.49	48.43	50.50	2.99		
Degree of Instrumentality	18.62	19.64	20.45	3.78**	2**		18.01	18.57	18.29	0.55		
Degree of Integrativeness	19.44	21.59	2.187	8.52***	1***	2***	18.97	19.22	20.08	1.70		
Parental Encouragement	42.97	47.21	47.53	4.44**	1*	2*	42.77	42.76	45.76	2.87		
Attitudes toward Learning French	40.75	47.17	49.89	8.73***	1***	2***	41.13	42.20	44.55	3.47**	2**	
Motivational Intensity	20.05	21.84	22.83	9.71***	1**	2***	19.98	20.32	20.98	2.33		
Desire to Learn French	19.02	20.93	21.55	9.56***	1**	2***	19.03	20.27	20.46	6.73***	1**	2***
French Class Anxiety	20.22	19.96	17.81	2.64			18.69	18.54	18.83	0.06		
French Use Anxiety	28.14	27.86	27.13	0.54			26.60	24.99	24.48	5.47***		2**
Behavioural Intention to Speak	4.57	5.01	5.23	3.76**	2**		4.51	5.23	5.68	17.26***	1***	2***
Behavioural Intention to Interact	4.65	5.13	5.14	3.02**			4.45	5.04	5.42	11.22***	1**	2**

*** $p < .01$

** $p < .05$

* $p < .10$

[2] 1. Control vs. Low
2. Control vs. High
3. Low vs. High

out the effects of initial attitudes, significant effects were obtained for six variables [5]. A posteriori tests show that, after the trip, both the Low and High Contact groups score significantly higher than the Control group on Desire to learn French, Behavioural intention to speak French, and Behavioural intention to interact with French Canadians. The High Contact group expresses more favourable attitudes toward French Canadians than the other two groups, and they report more favourable attitudes toward learning French and less French use anxiety than the Control group.

These results involving the analysis of covariance are similar to those reported in Table 3. The High Contact group, whether defined by the self-report or the mean peer rating, generally benefit more from the trip than the Control group. Furthermore, the Low Contact students also change as a result of the trip. Their mean scores are consistently intermediate between the High Contact and the Control groups, though it is only on the measure of Attitudes toward French Canadians that the High Contact group differs significantly from the Low Contact group. Furthermore, the two analyses of covariance reflect no significant effect of the trip on ethnocentrism, Interest in foreign languages, Degree of instrumentality, Motivational intensity, and French class anxiety. The significant effects are obtained primarily on those variables which are especially relevant to social interaction with members of the French community.

Although one might be tempted to perceive one measure of contact as being more accurate than the other, it must be realized that they are actually measuring different aspects of behaviour. Jones and Nisbett (1972) have pointed out the actor and the observer of a behaviour do not process exactly the same type of information about the actor's performance. In the context of the present study, the type of information on which the self-report of contact

is based may be qualitatively different from that on which the peer-judgments are based. Self-reports quite probably reflect students' perceptions of meaningful interactions and are influenced by their evaluation of the interaction, their performance in the interaction, and even their initial attitudes toward the interaction and French speaking people. The peer rating is more likely to be based on the observer's perception of the frequency of the actor's use of French. The observer is thus likely to emphasize the quantitative aspect of language behaviour and to miss the qualitative component of the social interaction. Of course, the peer judgments may, to some extent, reflect some attitudes expressed by the actor during the trip.

The major findings of this investigation may be summarized in three points. First, parents of the participants expressed more favourable attitudes concerning interaction with French Canadians and the importance of French instruction. Furthermore, although it was expected that the parents of participants may be of higher socio-economic status than those of non-participants because of the financial costs of the excursion, no such differences were obtained. In fact, parents of participants were less highly educated than those of non-participants. Although much more research is needed to examine the dynamics of parental decision-making in greater detail, the present results suggest that ethnic and language attitudes play a crucial role in such decision-making process, and socio-economic status does not. Second, Parental Socio-economic status and French-language related attitudes do not appear to be associated with children's attitudinal and motivational characteristics, French proficiency, and French language anxiety. Third, whether the frequency of inter-ethnic contact is defined in terms of self-reports or by external observers, the High Contact students consistently exhibit more

favourable attitudes and less anxiety than the non-participants after the excursion, even when initial differences are statistically controlled. The estimated effects of the trip on Low Contact students vary as a function of the type of contact measure used. When the participants were divided on the basis of their own perception of contact, Low Contact students were very similar to the non-participants. When they were divided on the basis of peer-ratings, Low Contact students were more similar to High Contact students on Behavioural intention measures, and Desire to learn French but were not significantly different from the Control group on the other variables. These results strongly suggest that the mere fact of participating in a bicultural excursion does not necessarily promote more favourable attitudes toward the host community and the host language. Active interaction with members of that community appears to be an important factor in the development of positive attitudes and reduced anxiety about using the second language outside the classroom. Future research should be geared to provide more detailed information about the qualitative aspects of interaction with members of the host community which may result in more favourable attitudinal reactions and reductions of language anxiety in a naturalistic context.

NOTES

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2. Gardner, R.C. and Santos, E.H., Motivational variables in second-language acquisition : A Philippine investigation. Research Bulletin No. 149, Department of Psychology, University of Western Ontario, 1970.

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FOOTNOTES

1. This project was funded by the Department of the Secretary of State under its programme to encourage language research in Canada. Requests for reprints should be sent to Dr. R.C. Gardner, Department of Psychology, University of Western Ontario, London, Ontario, Canada, N6A 5C2.
2. At the time this study was conducted there was not a French televition channel in the local area, however it had been proposed and there was considerable discussion pro and con about its introduction.
3. Following the suggestion of Hummel and Sligo (1971), a multivariate analysis of variance was conducted on the collection of 10 variables before the univariate analyses were performed. All three multivariate tests, pillai's criterion (.18), Hotelling's trace statistic (.23), and Wilks Lambda (.82) were significant.
4. The total sample size on which the classification is based is only 97 since 56 students did not return their diaries from which the self-reports were derived. This represents a return rate of 63%.
5. Following the general recommendation of Hummel and Sligo (1971) to perform multivariate tests before conducting univariate ones in order to control Type 1 errors, a multivariate analysis of covariance was performed on the collection of 13 variables to determine whether a significant multivariate effect had been obtained before performing the univariate analyses of covariance. Significant multivariate effects were obtained when either self-report or peer report served as the basis for classifying subjects into the low or high contact groups. The procedure involves the multiple regression of each post-test score with all

13 pretest scores involved in the adjustment, and thus is not directly comparable to the univariate analyses of covariance reported in the body of the paper. These univariate analyses are presented, however, to make the results directly comparable to those prensented by Clément et al. (1977).

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